PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

CLEVELAND PRE-CONVENTION NUMBER

FEB 23 1934

JOURNAL OF EDUCATION

FEBRUARY 19, 1934

Ohio as a Force in Education — CHARLES F. THWING
What to See in Cleveland Schools — GARRY C. MYERS
The "Department" Grows in Service — JAMES W. CRABTREE
A Preview of the Program — PAUL C. STETSON
A Modern Track Meet — FREDERICK J. REILLY
Advantages of a Library-Classroom — JAMES G. STEVENS
Putting Personality First — FRANK J. LOWTH

THE PROBLEM BOX
Dr. Augustus O. Thomas

EDITORIALS: Book Tide Has Turned—As We Pull Out—Uncle Sam to the Rescue—An Excursion That Made History

News OF THE SCHOOL WORLD

PUBLISHED TWICE A MONTH FOR THE DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON — VOL. CXVII, NO. 4 — 20 CENTS A COPY

A New Pupil-Activity Textbook

The Lennes Essentials of Arithmetic

LENNES AND TRAVER

Grades 3-8

A Textbook with Workbook Features

A COMPLETE COURSE — Material in each book is sufficient for a complete course in arithmetic for the grade. No other textbook or workbook is required. All necessary instruction material and oral practice is presented in the inner margins. On the exercise portion of the page is given abundant material for written practice.

PLAN AND ORGANIZATION — Practice in fundamentals has been distributed on the basis of the latest findings concerning the difficulty of learning. Practically half of each book is given to the activity of problem solving. The tests included have been carefully standardized.

Books for Grades Three and Four now ready. List price $.44. Write for further information.

LAIDLAW BROTHERS

320 East 21st St. Chicago
30 West 24th St. New York
133 First St. San Francisco

Directed Geography Study

BROWN - THORP

Book 3 *World Interdependence*

JUST PUBLISHED

This well-organized study guide for upper grades guides the pupil to an understanding of geographical and economic problems in the United States and some typical interdependent countries. The questions, maps, graphs, topics for discussion, and outlines for individual and group work develop real ability to discover, comprehend, and retain.

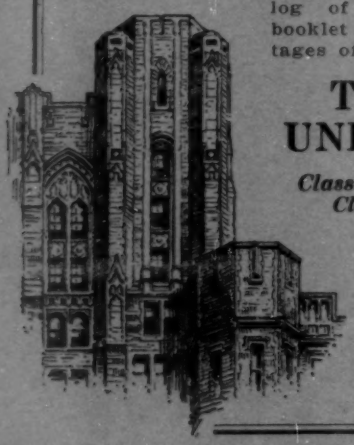
WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

Education and Recreation are combined thru Summer Study at TEMPLE UNIVERSITY

Fortunate is the teacher whose vacation brings mental improvement as well as physical recreation. Temple University, in Philadelphia, offers a program of Summer Study which combines the two.

Faculty and facilities provide the highest type of education with particular attention given those needing added certification or who are candidates for degrees. Landmarks and shrines of historic interest, together with opportunities for pleasure, enliven your leisure hours. Send now for complete catalog of information and booklet describing advantages of Summer Study at



TEMPLE UNIVERSITY

Classes open June 25
Close August 3

Address
Office of Registrar
Dept. E
Broad Street and Montgomery Ave.
Philadelphia, Pa.

A NEW TYPE OF EDUCATION FOR BUSINESS

The new type of junior business education must emphasize the economics of business. Clerical skill training is no longer adequate.

GENERAL BUSINESS SCIENCE

by

Jones, Bertschi, and Holtsclaw

devotes little time to the development of relatively unimportant clerical skills but is more concerned with the development of fundamental thinking, of fundamental attitudes, of points of view.

General Business Science is organized into three one-semester courses. Each course or part is bound separately, and may be used alone or in combination with the other two parts.

Address our nearest office for more detailed information.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

GREGG BOOKS ARE AUTHORITATIVE

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to 1933 by

ALBERT E. WINSHIP

ANSON W. BELDING, *Editor*

ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

AUGUSTUS O. THOMAS GARRY C. MYERS

Table of Contents

FEBRUARY 19, 1934

OHIO AS A FORCE IN EDUCATION 91
By Charles F. Thwing

WHAT TO SEE IN CLEVELAND SCHOOLS 93
By Garry Cleveland Myers

THE "DEPARTMENT" GROWS IN SERVICE 94
By James W. Crabtree

A PREVIEW OF THE PROGRAM 96
By Paul O. Stetson

A MODERN TRACK MEET 98
By Frederick J. Reilly

ADVANTAGES OF A LIBRARY-CLASSROOM 99
By James G. Stevens

PUTTING PERSONALITY FIRST 103
By Frank J. Lowth

THE PROBLEM BOX 105
By Augustus O. Thomas

EDITORIALS:—
Book Tide Has Turned 106
As We Pull Out 107
Uncle Sam to the Rescue 107
An Excursion That Made History 107

EMINENT EDUCATORS 108

NEWS OF THE SCHOOL WORLD 110
Government Acts to Meet Emergency Schooling Needs 110
Self-Helping College Students Will Be Given a "Break" 110

ADDITIONAL NEWS OF EDUCATION 112-114

GRINS BETWEEN GRINDS 115

BOOK TABLE 116

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

The Editors Say...

What the Superintendents are going to see and talk about at Cleveland, the last of this month, is surely of sufficient moment to American education to warrant the considerable attention given in this issue to the Cleveland meeting. We trust that every reader, whether trekking to Cleveland or not, will find herein a liberal amount of interesting, edifying fact and ideation.

We are particularly happy to have Dr. Charles F. Thwing lead off with a sketch of "Ohio as a Force in Education." Ohio has a record to be proud of; and part of that record is Dr. Thwing himself. For years he lent distinction to Western Reserve University as its active president; and for additional years, which we trust will be many, he has shed light upon the nation's problems through his writings and addresses.

•

Tools for Schools

Our advertising pages merit your attention. Not only are they more numerous than in any other issue for some two years past, but we believe the offerings are unusually suggestive of trends in modern education and the intelligent efforts of various firms to meet new needs that have arisen in the schools. Read the advertisements.

•

That Story Contest

Winners of our Short Story Contest will probably be announced in the March 5 issue; and we shall begin printing the successful stories. We can promise you some well-told "tales out of school." Watch the unfolding results of this experiment in seeking sugar-coated pills for pedagogic ills! (The seven issues carrying the Prize Stories will be sent to any address for $1.00.)

WORTHWHILE TEXTBOOKS

Elementary and Junior High School Texts

THE CHAMPION ARITHMETIC

A new series with a definite contribution to the teaching of the most difficult subject in the elementary field. FUN WITH NUMBERS, a reader arithmetic for the second grade, and a three and six-book series for the elementary grades, all illustrated in three colors.

OUR NATION HISTORY SERIES

A complete series of histories for grades four to eight inclusive. This series has been characterized by teachers who are using the books as being simple in organization, accurate in statement, clear in presentation, and beautiful in form. Illustrated in three colors.

HIGH SCHOOL TEXTS

ALGEBRA AND ITS USES

A new course containing a wealth of vital and up-to-date material, and meeting in all details the requirements of the College Entrance Examination Board.

CO-OPERATIVE CITIZENSHIP

A new text designed to give students a high ideal of human service, a spirit of teamwork, and an understanding of governmental institutions.

A NEW INTRODUCTION TO ECONOMICS

This new text is characterized by dependable authorship, up-to-the-minute applications, simple presentation, and unsurpassed teaching aids.

THE GATEWAY SERIES OF TESTED PLAYS

A most complete series of one- and three-act plays for high schools, colleges, and little theatres. Ask to see the Gateway play catalog.

These books and other leading texts from our list will be shown at the Cleveland meeting in February. Visit our booth, H-36.

ROW, PETERSON & COMPANY

EVANSTON, ILLINOIS

New York Philadelphia San Francisco

Children who learn in your schools to manage their money

will have reason to be grateful always. Such training promotes prosperity and happiness. It makes better citizens.

MONEY MANAGEMENT METHOD

BY FLORENCE BARNARD

Author and Director of the BROOKLINE PLAN

Now Ready in Revised Edition

New England Publishing Company

Publishers of JOURNAL OF EDUCATION

6 Park Street, Boston

IS THE MODERN LANGUAGE JOURNAL in Your School Library?

For Progressive Teachers and Administrators Everywhere

THE MODERN LANGUAGE JOURNAL

Official Organ of The National Federation of Modern Foreign Language Teachers. Covers methods, materials, publications, research, textbooks in this field.

Published eight times a year, October to May, inclusive. Subscription, $2.00 a year; single copies, 30 cents. Foreign countries (including Canada), $2.50 a year; single copies, 40 cents.

Sample copy on request

An Ideal Advertising Medium for Teachers' Agencies, Periodicals, Publishers, Booksellers and Importers, Tourist Agencies, Steamship Companies, etc.

Estimated reading public, 10,000

For sample copies, advertising rates, and other information, address:

THE MODERN LANGUAGE JOURNAL

5500 33rd Street, N. W. Washington, D. C.

"Every Teacher of French, German, Spanish or Italian Needs THE MODERN LANGUAGE JOURNAL."

JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

Volume CXVII | Boston, February 19, 1934 | Number 4

The Department of Superintendence of the National Education Association meets in Cleveland, February 24 to March 1. Headquarters will be located at the Cleveland Public Auditorium. The annual gathering of the leaders of public education in the United States is always one of the major events of the educational calendar. This year—with American democracy entering a new epoch—the Superintendents' conference takes on more than its usual significance

Ohio as a Force in Education

By CHARLES F. THWING
President Emeritus of Western Reserve University

THE editor graciously asks me to write on "Ohio as a Force in Education." He wishes to make what I may say a part of an advance issue to be devoted to the interpretation of the forthcoming meeting of the Department of Superintendence. I interpret his request as a wish not to make a Homer's catalogue of ships but rather to indicate certain elements in Ohio's history and life in relation to the superintendents and other leaders of our education.

The state of Ohio is a noble example of Puritan Pioneering. For its whole history represents a prevailing element and atmosphere of the profession of superintendence. That history, educational, religious, political, is in my thought best expressed by the phrase, "Puritan Pioneering." Its development is a duplicate of the life of Puritans of Massachusetts Bay and of the Pilgrims of Plymouth. Ohio's growth stands for migration, progressiveness, achievement. It stands especially for the two forces of orderly government and personal and provincial independence. The history of educational superintendence in all America seems likewise to embody these two forces: orderly government and personal independence. The superintendent is a part of a system of school or educational control. This control might be called a democratic republic. The superintendent is its president, its executive. But associated with him is a body legislative. In this body are found several functions—general, educational, financial, executive. He, the superintendent, is like the political president, the leader, the inspirer, the helper. He is one with all, and all are one with him. Like the political president he is in a sense independent, and yet he is under a certain control. The historical and present forces, therefore, which have made Ohio a noble commonwealth are the very forces embodied in the great profession of superintendency.

But the relations of the whole educational system are not confined to the past. They belong even more vitally to the present.

The kinship of the members of the great profession to each other is a true and dominant element. As the office of superintendent represents and unites all forms, functions and forces of education, so also it is to be said that the teachers and executives of Ohio's educational system feel themselves closely related to and vitally joined together in their common service. The lines of division do not separate but rather tend to unite into a wholesome community of method and of achievement. The grade schools touch the high school with real vitality; the high schools are not only preparing girls and boys for college but are in some instances doing the work of the freshman year of the college; the last year of the college in turn is often made one with the first year of the professional school. Teachers and superintendents in active service become students in the graduate schools of the college. Throughout all these unities of studies and of progressiveness is found a sympathy, a fellow feeling, and a particular appreciation of the common rights, duties, sympathies, and co-workings which make for happiness as well as for efficiency and achievement in education. Such conditions prove and promote the good feelings of fellowship of all the members of the glorious profession.

In this historic, rich, and broad service great names are enrolled. These names, even in their silence, speak hearty greetings of appreciation. The most outstanding of these co-workers is one of the earliest in the notable fellowship. It is Horace Mann. Horace Mann's service in Ohio was brief, 1853-1859. But it gathered up the formative influences of his great headship of the schools of Massachusetts. In his inaugural address as president of Antioch College he spoke words which seem to embody the ethical and religious emphasis of his twelve great Massachusetts Reports. In

CHARLES F. THWING

the Antioch address, he said: "Man, as a moral being, receives the anointing of virtue and religion. No longer does he call his fellow-man, Jew or gentile, Greek or barbarian, bond or free. Children af a common Father—*brethren are they all.* . . . His eye streams at the sight of woe. His heart makes others' sufferings his own. . . . The regenerated race will do better than to found schools for the orphan, or hospitals for the insane, or redemption houses for the vicious; for by following the eternal laws of health, truth, and duty—that is, *by knowing and obeying the laws of God*—they will forestall and prevent the calamities of orphanage, insanity and crime." This message seems to condense and to project into the nation's thinking and feeling the inspiration which Horace Mann gave a hundred years ago to American education.

The inspiration of Horace Mann given in and through Antioch College is still continued by a successor. For the present president of Antioch, Arthur E. Morgan, is, by different methods indeed, an educational force, inspiring and constructive. For to Morgan, as a public force, is due the glad recognition of the contemporary double method of education—intellectual and practical. This method is one of the unique contributions which Ohio makes to progressiveness. I am sure that from his present (and temporary) engineering camp in the Tennessee Mountains he speaks his welcome to each fellowworker in our great service.

The state university of each of our commonwealths represents its whole educational system as can no other institution. The Ohio State University at Columbus gives a hearty co-operation and a most appreciative welcome to thousands of educational leaders. This appreciation is not of the day—be that day as notable as President Rightmire's administration—but rather of the years. The University at Columbus had for more than a quarter century as its president, William Oxley Thompson. His administration was among the great administrations of the land. His long term, united with a service at the historic Miami University, was comprehensive in its plans and policies. It was personal without losing breadth, progressive in its constant enlargements, and rich in its achievements. Thompson was generous and [illegible] in his judgments, kindly affectioned toward his associates, sympathetic with all co-workers throughout the state, gifted with wit and humor, patient in waiting for results. From the eternal silence he speaks to us his blessing, and we give to him our full greeting of gratitude and of affection.

Other names, as I write, spring to my grateful remembrance. Among them, of Cleveland relationship, are Rickoff, beloved and efficient, the first of a line of great superintendents of Ohio's metropolis; Hinsdale, able, laborious, forever associated in memory and appreciation with Garfield; L. H. Jones, who still inspires with his idealism and who prepared the way for followers who have wrought well; and, most impressive, Andrew Sloan Draper, who brought to Ohio and to Cleveland the results of great experience in the Regent system of New York State, who, going from

Cleveland, became president of the University of Illinois, thence returning to Albany, and with other achievements building one of the most impressive educational buildings of the whole world, a monument for the state, and proving to be a noble force in our great cause.

Such are a few of the conditions, historic, human, personal, which await the superintendents of American education in their forthcoming meeting. All that Cleveland is or stands for is offered from hearts overflowing with best wishes and sending forth loyal greetings of good will.

What to See in Cleveland Schools

By GARRY CLEVELAND MYERS

Western Reserve University, Cleveland

WHEN you come to Cleveland for the superintendents' meeting, you will want to gain some first-hand information about the public schools. Cleveland schools have pioneered boldly in the direction of adapting instruction to individual needs, through homogeneous grouping in classes and in special schools.

The following outline will give you the key to discovering the particular types of work you may wish to see in operation:—

Elementary Schools

Nine elementary schools have been designated as curriculum centres. Each centre is responsible for improving the content and method in some particular subject or subjects. The schools and subjects assigned are:

Benjamin Franklin	English
Charles Dickens	Music, Art, Penmanship
Doan	Elementary Science
Hodge	Social Sciences
Milford	Mathematics
Mt. Auburn	Library
Paul Revere	Physical Education
Tremont	Hand Work
Wade Park	Demonstration

Junior High Schools

Cleveland's 33,000 seventh, eighth, and ninth grade pupils are distributed in thirty-three junior high organizations. Sixteen of these are exclusively three-year schools housed in buildings especially designed to serve the junior high program of activities, curricular and otherwise.

Patrick Henry Junior High School is Cleveland's largest junior high school, enrolling more than 2,000 pupils.

GARRY C. MYERS

Senior High Schools

There are thirteen senior high schools. The Technical High Schools enroll boys only, offer a college preparatory course and seventeen specializing courses (such as a course in Aeronautics, Architectural Drawing, Horticulture, Commercial Art, etc.) which prepare boys to enter industry immediately upon graduation.

Major Work or High I.Q. classes for children with intelligence quotients of 125 or higher have been formed at a number of school centres. An effort is made to enrich the educational experiences of these gifted children and to keep them working at maximum capacity.

Radio experimentation for classroom instruction began in Cleveland in 1929. Since this date lessons have been broadcast in arithmetic, music, social studies, elementary science, and art appreciation.

Special Schools

Jane Addams School for Girls. Two years of vocational and trade training for girls who intend to leave school at the age of sixteen. Instruction embraces power machine work, dressmaking, catering, tea room service, etc.

Alexander Graham Bell Oral School for the Deaf. Instruction is entirely by the oral method.

One of Cleveland's most famous enterprises is the Thomas A. Edison School. This is a central institution to which truants and problem boys are sent, temporarily, with car fares paid across town if need be, until their aptitudes can be discovered and their difficulties adjusted. The average length of a pupil's stay in the Edison school is less than a year, though they often beg to stay longer. The ideal of the school is to search out the interests of the boys and to build a curriculum that will stimulate them to succeed in terms of their own talents. Remarkable results have been achieved through this school, now in its thirteenth year and touching the lives of a thousand boys annually. Alumni of the Edison School are today among the most respected tradesmen and skilled workmen of the city.

The Suburbs

Four large suburbs border Cleveland proper. These are Shaker Heights, Cleveland Heights, Lakewood, and East Cleveland. All sorts of forward-looking teaching and administrative projects are in progress in these communities, and visitors are heartily welcomed.

The "Department" Grows in Service

By JAMES W. CRABTREE
Secretary, National Education Association

Founded in 1870, the Department of Superintendence has been a unifying force in American education.

MODERN education has become complex, because modern life makes many new demands on the schools. Little machinery was required for conducting the affairs of the little red schoolhouse. Modern school systems with activities ranging from nursery schools to cosmopolitan high schools and junior colleges require management ability of a high order. The demand for successively higher standards of training and ability for heads of school systems and of individual schools began more than half a century ago. It prompted the school executives of that time to organize an annual national convention for the interchange of ideas and the improvement of education.

Since 1857 the National Education Association has been a unifying force in the development of American education. Its early meetings were attended by only a few hundred persons, but in recent years the marked growth in membership has been reflected in the heavily increased convention attendance. On account of the variety of interests to receive attention, it was found wise many years ago to hold two conventions annually; one in the summer for the profession in general, and one in the winter with programs arranged to meet the needs of superintendents of schools and other persons in administrative positions.

The National Association of School Superintendents was organized during the session of the National Teachers Association at Harrisburg, Pa., in August, 1865. The first regular meeting was held in Washington, D.C., February, 1866. It became the Department of Superintendence of the National Education Association at a convention held in Cleveland, August 15-19, 1870.

During the years since then renewed faith in education has been reflected in larger demands on our public schools. Along with these increased educational demands have come added responsibilities and duties for superintendents of schools. In order that their national organization might be better equipped to meet their needs it was deemed necessary a few years ago to provide an all-year service by the Department of Superintendence. At Atlantic City, in 1921, a tentative plan of reorganization was adopted based upon the report of a committee appointed a year earlier. The Des Moines convention of the National Education Association the same year passed legislation to facilitate the proposed plans. A new constitution was submitted and approved by the members of the Department of Superintendence in Chicago, February, 1922. The headquarters of the Department of Superintendence has been located in the building of the National Education Association at 1201 Sixteenth Street, Northwest, Washington, D.C., since September 1, 1922, at which time a full-time secretary was employed.

The First Yearbook of the Department of Superintendence, entitled "The Status of the Superintendent," was published in 1923. It was followed by five curriculum yearbooks issued annually from 1924-28. Through these yearbooks the Commission on the Curriculum brought together and put into form for convenient use, the findings of research in practically every subject of instruction offered in the public schools. In 1929 and 1931 yearbooks were published dealing with the articulation of the units of American education. Under the title "The Superintendent Surveys Supervision" the 1930 yearbook gave practical help in a field which was under critical public scrutiny. "Character Education" in 1932 and "Educational Leadership" in 1933 covered two timely topics.

At its annual meeting in June, 1931, the executive committee of the Department of Superintendence selected "Critical Problems in School Administration" as the subject for the 1934 yearbook. Members of the Commission appointed by President Edwin C. Broome were Ben G. Graham, superintendent, Pittsburgh, Pa., *Chairman;* E. W. Butterfield, State Commissioner of Education, Hartford, Conn.; Walter S. Deffenbaugh, U. S. Office of Education, Washington, D.C.; C. Ray Gates, superintendent, Grand Island, Nebraska; Thomas W. Gosling, superintendent, Akron, Ohio; George Melcher, superintendent, Kansas City, Missouri; William C. Reavis, University of Chicago, Chicago, Illinois; Agnes Samuelson, state superintendent of public instruction, Des Moines, Iowa; George D. Strayer, Teachers College, Columbia University, and David E. Weglein, superintendent, Baltimore.

When the Department of Superintendence voted in 1923 to establish a clearing house of educational research in school administration, it began a service of great and increasing usefulness. There are now 319 schools and school systems taking advantage

of the Educational Research Service, which the Department of Superintendence conducts in co-operation with the Research Division of the National Education Association. This special information service is maintained on a subscription basis, with an annual fee of $25. The subscribing school systems receive many publications and in addition may write for information on local problems.

The program of the Educational Research Service during 1933 has been influenced by the emergency conditions existing in many of the school systems subscribing to the service. There has been special need for information on finances and on methods of meeting reduced budgets. To meet this need, a series of monthly news-letters on "Meeting the Emergency" were sent to subscribers, beginning in January, 1933, and continuing through May. In March the reports of the Joint Commission on the Emergency in Education began to appear, and these have been sent to subscribers regularly. Circulars were issued during the summer, giving up-to-date information on the possibilities of obtaining funds for school purposes from the Federal Public Works Administration. In September, 1933, subscribers received the Report of the National Conference on the Financing of Education. Other reports sent recently include the following titles: "Unpaid Salaries of Teachers and Other School Employees," "Data on Closed Schools, Short Terms, and Sub-Code Teachers, 1933-34," "Education Discussed in Lay Magazines," and "Estimating Changes in Teachers' Cost of Living."

In January, 1933, President Milton C. Potter of the Department of Superintendence and President Joseph Rosier of the National Education Association joined in appointing a Joint Commission on the Emergency in Education. Since then this Commission has intelligently and vigorously conducted a campaign to save the schools. During the year the Commission, in co-operation with the headquarters staff of the National Education Association, has assembled a mass of information concerning the current crisis in education. For example, a survey of the rural school situation was completed in the fall which involved the sending of a communication to every county superintendent of schools in the United States.

Through newspapers, periodicals, radio broadcasts, press releases to educational journals, and public addresses, the facts gathered by the Commission have been brought to the attention of the public. The nation is rapidly being brought to a full realization of the serious situation in education.

The Commission found that the financial difficulties of the schools are, in many cases, due as much to the nineteenth century system through which education is financed in this country as to the depression itself. In order to deal with this problem intelligently, the Commission summoned thirty educators, tax experts, and economists to draft a charter of school finance, which might serve as a sound basis for action in each state and in the nation as a whole. They met in New York City early in August. After two weeks of intensive work, this group, representative of every section of the country, completed the Report of the National Conference on the Financing of Education. This report should furnish the ground-work for wise financial legislation in behalf of the schools.

The Commission has no machinery and no salaries of any sort of its own. It works through existing agencies. Over seven hundred ex-officio consultants representing every important educational organization in the country have been appointed. Through news letters issued twice a month, facts of immediate importance are brought promptly to the attention of consultants and through them widely disseminated. With a view to securing direct contacts with its consultants, the Joint Commission has conducted eight regional conferences in various parts of the country. These conferences have been a valuable means of getting and giving help. The loyal co-operation of state and national education organizations has been a large factor in promoting the work of the Commission.

For over sixty years the conventions of the Department of Superintendence have been a clearing house and rallying point of American education. At these gatherings America's keenest minds, whether in or out of the teaching profession, are directed to the problems of the schools and the welfare of children. In earlier days the influence of the winter meeting was exerted largely through a few able and frequently self-sacrificing leaders who found a way to attend. Now the inspiration of this great convention comes not only to the thousands who attend but also to the greater thousands who gain its inspiration through widespread publicity, coast-to-coast radio programs, and publication of addresses in journals throughout the land.

Exhibits at the winter meeting have a place next in importance to the speaking program. Superintendents of schools must not only know what to do but what to do it with. Schools require a great variety of equipment, textbooks, and supplies. The well informed school executive must keep up with the progress made on the material side of his profession. Convention visitors may gain valuable help from the highly trained specialists in charge of the exhibits. At Cleveland the exhibits and general sessions of the Department of Superintendence are located in the Public Auditorium.

A Preview of the Program

By PAUL C. STETSON

President of the Department of Superintendence

How to utilize the experience and thinking of the entire membership, was the problem which President Stetson tackled in a new way

SHORTLY after the Minneapolis meeting the executive committee of the Department of Superintendence met in Indianapolis. At that meeting they adopted a plan for making the 1934 convention at Cleveland a working conference. This plan was to select seven outstanding educational problems of national import. A chairman, secretary, and twenty-five or thirty members of the Department were asked to take charge of the analysis, the collecting of material, and the presentation of these problems for the Cleveland meeting. Each chairman was further asked in his analysis to formulate at least ten sub-topic committees and to assign from his general committee of twenty-five or thirty a chairman and a secretary for each sub-topic committee. When that work was completed Mr. Shankland undertook the tremendous task of assigning all members of the Department of Superintendence to membership on these sub-topic groups. Nearly 4,000 members of the Department of Superintendence have been assigned a definite task on some general or sub-topic committee. By the first of December these general and sub-topic committees were busily at work collecting material, analyzing their problems, submitting suggestions for their solution, and giving to their chairmen the benefit of their wide experiences in a multitude of fields.

•

The Fourfold Purpose

(1) The purposes of this reorganization are to tap the great resources of the Department for constructive suggestions on the many important problems confronting school executives today. There is a wealth of unused constructive ability in 4,000 school executives. We hope to stimulate not only thinking, but action on our problems.

PAUL C. STETSON

(2) The second purpose is to encourage discussions at the Cleveland meeting by having the groups small enough so that this will be possible. Of late years the discussion groups have grown beyond all possibility of making them forums for informal discussion. An open, free, frank discussion of our problems at Cleveland is one of our chief objectives.

(3) The third purpose is to stimulate interest in the Department of Superintendence by giving to each member a definite task. Not only will each member have a definite task from now until the convention time, but when he arrives at Cleveland he will find awaiting him a specific assignment.

(4) The fourth purpose in this reorganization is, by making of this meeting a working conference, to give to the executives definite and constructive suggestions for the solution of the many problems they meet at home. Inspirational addresses are splendid and have a real place at such a meeting, but definite findings are of even greater importance.

•

Seven Major Topics

The seven topics and the chairmen of each general topic group are given herewith:—

The Administration of Teacher Training—
Edward D. Roberts, superintendent of schools, Cincinnati, Ohio—Chairman.

A Comprehensive Program of Public Education—
J. Stevens Kadesch, superintendent of schools, Medford, Mass.—Chairman.

Financing Public Education—
Frank Ballou, superintenddent of schools, Washington, D.C.—Chairman.

Education for the New America—
Willard E. Givens, superintendent of schools, Oakland, California—Chairman.

Public Education and Public Welfare—
Leslie Butler, superintendent of schools, Grand Rapids, Michigan—Chairman.

A National Outlook on Education
John K. Norton, Teachers College, Columbia University, New York, N.Y—Chairman.

Interpreting the Schools to the Public—
Frank A. Jensen, superintendent of schools, Rockford, Illinois—Chairman.

The Convention Outline

Not only will the meeting at Cleveland be a working conference, but it will be a convention as well. It will open Sunday

afternoon with vesper services to be held in the music hall of the Municipal Auditorium. This meeting will be addressed by Dr. William Lowe Bryan, president of the University of Indiana. It is doubtful whether a better choice for such an address could have been made. The general sessions will be held Monday morning and Monday evening, February 26; Tuesday morning and evening, February 27; Wednesday morn- and evening, February 28; and Thursday morning and afternoon, March 1. Monday and Tuesday afternoons will be devoted entirely to the meetings of the general and sub-topic committees. Over seventy such committees have been appointed and provision has been made for each one to have a meeting place in Cleveland. I am sure each member of the Department will be anxious to attend the particular committee to which he has been assigned.

•

There is no general theme or keynote for the general sessions, but an effort has been made to integrate the work of the general subject committees and the addresses to be given at the general sessions. Thus on Monday morning, February 26, "Education for the New America" will be discussed from the point of view of Colleges of Education by Dean William Russell of Teachers College; from the standpoint of the public schools by Dr. Harold G. Campbell, superintendent of New York City; from the standpoint of other agencies by Dr. John Huston Finley of the New York Times.

•

Monday evening an innovation is planned. It is to have a banquet for all members of the Department, their friends, and members of allied departments. This banquet will be held in the Arena of the Municipal Auditorium and we hope will be attended by 3,000 or 4,000 people. In addition to appropriate music and entertainment an address will be delivered by Dr. Charles E. Merriam of the University of Chicago on the subject, "Economy, Wise and Otherwise, in Municipal Government."

•

Tuesday morning will be devoted to "Some National Problems in Education" and the business meeting of the Department. Merle Sidener, president of Sidener, Van Riper & Keeling, advertising, Indianapolis, will discuss "Interpreting the Schools to the Public," and Professor Arthur B. Moehlman, School of Education, University of Michigan, will discuss "Planned Teacher Production."

•

On Tuesday evening two important addresses will be delivered, one by Dr. Robert R. Moton, president of Tuskegee Normal and Industrial Institute, and another by Dr. Payson Smith, State Commissioner of Education for Massachusetts.

•

Wednesday morning the general subject is "Public Education and Public Welfare." Various aspects of this will be considered. Dr. George F. Zook, United States Commissioner of Education, has as his topic "Public Education and National Welfare." Edward A. Filene, of Boston, will discuss "Public Education and the Nation's Business." Dr. E. C. Hartwell, superintendent at Buffalo, and former president of the Department of Superintendence, will speak on "Our National Dividends from Public Education."

•

On Wednesday afternoon the topic is "A Comprehensive Program of Public Education." Howell Cheney, manufacturer, of South Manchester, Connecticut, will discuss "The Relationship Between Secondary Education and Present Economic Trends." Frank Pickell, superintendent at Montclair, New Jersey; Thomas Gosling, superintendent at Akron, Ohio, and Dr. James Edmonson, dean of the College of Education of the University of Michigan, will discuss this topic from the point of view of the Elementary Schools, the Secondary Schools, and Higher Education respectively.

On Wednesday evening the General Subject committee on "Financing Public Education" will make its report.

•

Thursday, an Important Day.

On Thursday, both morning and afternoon, the chairmen of the various groups and their various subject committees will make their reports. Thursday's program will be one of the most important of the entire week because on this day we will all have an opportunity to learn, in tabloid form to be sure, what the findings of these seven general committees are. The members of the Department will be interested in knowing that the report of all of the seventy sub-topic committees as well as the findings of the seven general committees will be published in the Proceedings following the convention in Cleveland.

•

One thing is needed to make this meeting successful—the active co-operation and support of all members of the Department of Superintendence. This can be done by attendance at and participation in the discussions which the committees will have during the convention week; by attendance at the banquet Monday evening, and, of course, by membership in the Department of Superintendence.

We hope that the findings of the various committees and the inspiration from the general sessions will enable us to formulate a Magna Charta for the Public Schools.

A Modern Track Meet

By FREDERICK J. REILLY
Principal, Creston Junior High School
New York City

IN my travels recently in that progressive section we call the Middle West, I had the pleasure of attending a dual track and field meet between two neighboring "small" colleges.

This is an annual affair staged by the faculties and the athletic directors, to show the results of the physical training received by all the students throughout their four-year course.

The teams consisted of approximately 80 per cent. of the men on the register of the senior class in each college. One, let us call it "Alpha," had about 125 seniors, the other, "Beta," about 100. By mutual agreement, to make the scoring easier, "A" put on a team of 100, and "B" a team of 80. The 20 per cent. excluded allowed for lame, sick, absent, and some barred for scholarship and disciplinary reasons.

The teams were divided into squads of ten, each one conspicuously numbered, beginning with 10, 10-19, 20-29, etc.—the numbers printed in the school colors, so that every spectator could tell instantly to which team and to which squad any individual belonged.

The names of the competitors were printed alphabetically on the programs, and numbered accordingly.

The teams marched out on the field and lined up ten abreast, facing the stand. The director of each called the roll and each man stepped forward and saluted the president and several members of the faculty standing before them. As each line was checked, it marched off to the rear, and formed line as before. By the time the roll was called and checked, each team had returned to its original position.

Eighty per cent of the students participated in the athletic tournament described by Principal Reilly. Passing physical exercise around instead of confining it to the ones who need it least, is a desirable goal of modern hygiene.

Each president then signed a statement to the effect that every member of the team was a bona fide student on the register of the senior class, and had been in regular attendance at the college for more than two years. This excluded "ringers" pretty effectively.

Then one of the directors mounted a platform and put the entire group through a series of mimetic exercises, illustrating the events they were to take part in, the fundamental activities, running, jumping, climbing, and throwing. This served a double purpose. It was an exhibition of concerted action, and it was a warming and limbering-up exercise as well.

Then a bugle blew and a squad of ten from each team marched off to assigned positions on the field as follows:—

Squad No. 1 (10 to 19) to the starting line of the straight away 100-yard dash.

Squad No. 2 (20 to 29) to the uprights from which hung climbing ropes 16 feet high.

Squad No. 3 to the lines facing the pitching targets.

Squad No. 4 to the lines marked for the successive broad jumps.

Squad No. 5 to the lines marked for distance throw.

That left five squads of "A" and three of "B" in reserve. As soon as an activity was finished by one of the first five groups, another was sent in there by the clerk-of-course. The twenty left on "A's" team were sent in as though they were two rival teams, but in fact their scores were added to those of their team-mates, the totals being divided in one case by 100, in the other by 80, to get the average performance for each team.

In this way that five-ringed circus was kept going at full tilt all the time. As each squad finished an event, its record was sent to the chief scorer and the figure appeared on a great score board as partial results. Everyone in the stands could see how the contest progressed and the excitement was intense. Cheers and the blaring of rival bands acclaimed each new figure in the cumulative record.

The dash was run in the "class running" method, the second man starting when the judge at the finish waved a flag as the first man crossed the line, and so on. The timers took the total elapsed time for each squad of ten, and turned it over to a clerk who recorded the number of points won by each team and sent the record on to the chief scorer to be posted.

At the climbing ropes each squad lined up before a rope. At the word "go" the timer for each squad started his watch, and took the total elapsed time for his ten to finish. Each man in turn stepped up to the rope, stood erect, slapped his thighs and then started to climb. Each climbed the rope hand over hand, struck a cymbal at the top and came down. Each man did this three times, each time standing

erect and slapping his thighs before starting up again. This prevented any hanging on to the rope. Each fault in performance was noted and one-fifth second added to the squad's time as a penalty.

Squad No. 3 lined up behind a low hurdle to which was attached a box filled with baseballs. Each competitor in turn stepped in front of this hurdle, and picked up a baseball. Another hurdle stood ten feet in front of him. Sixty feet away was the target, a heavy canvas hung from a frame work, with an oblong hole 15 inches wide, 24 inches long, representing the space over the plate, between the batter's shoulder and knee. Each one pitched five balls. Those that went in the hole scored. A volley ball net was stretched across, 12 feet from the ground about midway between the box and the plate. So the trajectory had to be fairly low.

As the balls struck the canvas, either the front one or the rear one covering the hole, they dropped into a trough that was slightly inclined and rolled to one side. Here they were picked up by helpers, loaded in a wheelbarrow and trundled back as required.

Squad No. 4 lined up at the far side of the field at one end. At a signal each man executed a standing broad jump, remaining in his tracks. Stepping back was a foul and cost a penalty of three feet. In this manner ten successive broad jumps were executed, bringing them pretty far down the field where white lines, three feet apart, indicated the score made by each jumper. Lanes were marked to keep the jumpers in line.

On the near side of the field, Squad 5 lined up for a distance throw near one end. Near the other end, 250 feet away, were stretched on the ground two pieces of canvas, 30 feet long and 20 feet wide. The competitors were supposed to be throwing the ball from mid centre field to the catcher at the plate. Each one threw five balls. The canvas was covered with chalk dust. When a ball struck the canvas a white puff announced the fact to all present. In both throwing events there was a time limit for each competitor.

And so they went squad by squad, from one event to the next, piling up points for their respective teams. The records were posted as soon as made and the alternating groans and cheers showed which team was leading at the moment.

I was told that the program was varied somewhat from year to year, as the directors or the men themselves invented new and interesting stunts.

It was the most inspiring sight I had ever seen. I wished my boy had gone to a college where every student received the kind of all-around training those boys showed.

Advantages of a Library-Classroom

By JAMES G. STEVENS
Pittsford, New York

For certain studies, a classroom lined with books may become a busy and productive workshop

THE accumulation of printed material tor the use of pupils and students in their school work makes possible a teaching procedure in certain subjects which differs considerably from the traditional and conventional practice of the recitation now followed in some schools. In classes dealing with the social problems of contemporary civilization, like problems of American democracy and civics, for example, a modified form of library arrangement creates a physical set-up well adapted to the requirements of a classroom and recitation facilities. One type of classroom for handling these subjects would be, in effect, a small library, with the walls lined with bookshelves or stacks, supplied with quantities of material of all sorts, related to the topics of discussion. Tables and desks in the centre of the room would furnish the pupils and students with facilities for work and study in the room, both in and out of classroom hours. A small conference office would be attached to the room, for the use of the instructor, to meet individual students and small groups of students. The basic point of departure for teaching purposes, in a physical sense, would be to have the books in some form of library arrangement and organization, right in the classroom or immediately available for classroom use.

•

With books at hand for use in the recitation hour, a broad range of activities for both teachers and students would be possible, with great potentialities for adaptation to many varieties of schools and classes, and varying types of teaching and learning situations. This range and variation would extend from the conventional textbook instruction, supplemented by lectures and collateral reading, on the one hand, to wide experimentation in both subject matter and method, on the other. The conventional recitation time could be used for the discussion

TODAY'S LEADERS IN EI

THE GATES PROGRAM OF READING

A triumph of modern educational methods

The teaching of reading was a problem that for many years eluded satisfactory solution. "Method" followed "method" and theory supplanted theory in a long procession of earnest but futile efforts to achieve success.

Was the problem beyond solution?

Dr. Arthur I. Gates of Columbia University knew that it was not. He realized that the invariable procedure in the past had been to attack the problem from the angle of a hobby or a preconceived theory. He knew that its successful solution could only be achieved through research into every element of the problem and into all possible means of instruction. Although this task would call for years of patient effort it had the merit of assuring complete and final success.

Dr. Gates devoted ten years to the necessary scientific studies and through them discovered the facts about the child and his need of reading, about the inherent difficulties of the subject, about the valuable features of the many "methods," and about the best materials for instruction and their arrangement. He also discovered the best utilization that could be made of these facts and materials. It is found in the Gates Program of Reading.

This system can be completely introduced into all types of classrooms by means of the WORK-PLAY BOOKS. Everything needed for the most efficient instruction is provided.

The Gates Program of Reading has met with well-deserved success; thousands of schools are using it, and the list grows daily.

We will take pleasure in sending you information about it.

The Series:

PRIMARY COURSE

GATES AND HUBER

Peter and Peggy (Primer)—.52
Preparatory Book—.20
Dictionary—.40
Introductory Charts—2.80

Round the Year (First Reader)—.56
Preparatory Book—.20
First Grade Manual—1.20

Friendly Stories (Second Reader)—.64
Preparatory Book—.20
Second Grade Manual—.88

Make and Make-Believe (Third Reader)—.68
Preparatory Book—.20
Third Grade Manual—.88

INTERMEDIATE COURSE

GATES AND AYER

Magic Hours (Fourth Reader)—.80
Preparatory Book—.20
Fourth Grade Manual—.88

Pleasant Lands (Fifth Reader)—.88
Preparatory Book—.20
Fifth Grade Manual—.88

Golden Leaves (Sixth Reader)—.88
Preparatory Book—.20
Sixth Grade Manual—.88

THE MACMILLAN COMPANY —New York - Boston - Chicago - Dallas - Atlanta - San Francisco

THE WORK-PLAY BOOKS

Huntington
Benson
McMurry

LIVING GEOGRAPHY

The climax to a century of American effort:

New materials, new methods, new viewpoints are offered in this series which is setting modern standards in the teaching of elementary geography. It is the climax to a century of American progress in the publishing of geographies for elementary schools.

The Series:

TWO-BOOK EDITION

Book I. How Countries Differ.....1.20
Book II. Why Countries Differ.....1.60

FOUR-BOOK EDITION REGULAR

Book I. How Countries Differ:
Part I ..... .92
Part II ..... .92
Book II. Why Countries Differ:
Part I 1.12
Part II 1.12

FOUR-BOOK EDITION SPECIAL

Book I. Section I. The New World.... .96
Book I. Part II ..... .92
Book II. Section I. The New World 1.20
Book II. Part II..... 1.12

The special four-book edition is divided to include the New World in the first part of each book. The second part of each book in the special edition includes the Old World.

What is its two-fold development plan?

Living Geography offers a two-fold development plan based on levels of learning. It recognizes two principal levels of learning ability in elementary pupils in geography with subordinate intervening levels. It gives the child two views of the world, each view taken from an angle different from that used in the other but nevertheless related to it. The first view is taken from the angle of **how** countries differ—descriptive relationship; and the second from the angle of **why** countries differ—interpretative relationship.

There is no repetition of topics, no repetition in treatment, no repetition in viewpoints. This is

PSYCHOLOGICAL
rather than
CYCLE-LOGICAL

Living Geography travels the geographical orbit twice, but each time with different but related bodies of instructional materials and with different but related viewpoints. This is not one-cycle, neither is it two-cycle.

We will take pleasure in sending you information about it.

THE MACMILLAN COMPANY —New York - Boston - Chicago - Dallas - Atlanta - San Francisco

HOW COUNTRIES DIFFER • WHY COUNTRIES DIFFER

of textbook material, quizzes, oral or written, reports on special topics, book reviews by students, analysis of book reviews, tests for measuring skill in handling books, consideration of problems and topics pertaining to any of the reading material, presentation and examination of graphs, statistical tables, various types of exhibits, debates, presentation of new books by the instructor, conferences to direct the work of individual students or small groups of students, group discussions to consider the values of the subject matter and methods of securing them, actual reading and study, and laboratory activity of all sorts. There could be one central project for all the class, or different projects and problems for small groups of students, or projects for individual students, or any combination of these procedures or methods. The emphasis could be placed upon a broad, general or philosophical consideration of the material to be studied, or upon an intensive, more limited study of a narrowed, restricted field.

•

A possible outcome in having a modified library arrangement for use in the conventional recitation hour is speed of learning. It has been pointed out that the traditional and conventional recitation practice was developed in a day when printed material for the use of pupils and students was relatively scarce or non-existent. Our good sense ought to tell us that with certain types of material, oral instruction in the traditional meaning of that phrase is quite of out date. Through actual reading, pupils and students can learn some things in a fraction of the time which we use to teach the same things in the oral activities of the classroom. The classroom procedure which directs and emphasizes reading and learning through reading, with facilities for practice right at hand, is much quicker in its results with some subjects, than the usual, conventional methods of oral instruction.

"Through actual reading, pupils and students can learn some things in a fraction of the time which we use to teach the same things in the oral activities of the classroom. . . . The classroom procedure which directs and emphasizes reading and learning through reading, with facilities for practice right at hand, is much quicker in its results with some subjects than the conventional method of oral instruction."

•

A modified library set-up for the classroom would make it easy and practical for a teacher to devote a fair amount of the time of the conventional recitation period to the consideration of the methods of using books, and the methodology by which a given topic or theme could be approached and handled, and the varying outcomes which might result from the different uses of the reading material. Certainly the application of methods in the use of books, in the recitation hour, supplies the right kind of setting and background for emphasis upon modes of study, techniques of study habits and attitudes, and methodology of handling all the material of a given field, with possible transfer of training to other fields.

•

Aside from the technical advantages which an adapted library arrangement and organization of books and study materials would give, in the hands of a competent instructor, there might be other results that could be obtained through such a procedure, which might be highly satisfactory to any one who had more than a conventional, mechanical interest in education. One possible result would be the birth and growth of the idea that the library is the real centre of a school. While some of our modern schools and colleges are doubtless permeated with this thought and attitude, there are many institutions in the educational rank and file where the prevailing concept of education is merely to attend classes. The idea of a life of thought and its accompanying practices and action, pivoting around the library and its facilities, is as far removed from their thinking as daylight is from darkness. In these institutions, education is a mechanical process confined to the classroom, and when classes are over, real life begins. Books and knowledge are nothing which pertain to the world of action and stream of events. Thus there grows up a vicious separation between education and the other activities of life. In the library-classroom set-up teachers would have the background and facilities for developing the basically important idea that the library is the centre of the school, and of knowledge and thought, and integrally related to the action which grows out of them.

•

The procedure suggested for the conventional recitation period, and its related activities, will be readily recognized as a form of seminar and tutorial instruction. Some modifications of the suggestions might have to be made in their adaptation for functioning in some institutional libraries, where the physical set-up was unsuitable, and where the library organization did not permit the flexible use of books. The procedure does work very well with the combination of an institutional and a private library, where its success has been verified by experience. There does not seem to be any insuperable reason why it could not have a broader and more extended use, where some of the outcomes mentioned seem to be desirable.

Putting Personality First

By FRANK J. LOWTH
Janesville, Wisconsin

Nine practical suggestions for teachers who wish to render the highest service to pupils.

NO matter what those higher up in the educational world may do—the psychologists, the philosophers, the researchers, the writers, the professors, and others — it remains true that the classroom teacher must keep her feet on the ground and think in terms of the actual, the concrete, the everyday situations which confront her in the classroom with her children to control, to guide, to direct, to develop, as best she may, into good American citizens. She needs a philosophy of life and she likewise needs a true philosophy of education. She also must have a knowledge of correct principles in character learning procedures. Much has been written on the subject of character education and much more will appear, of course. Maybe we are sometimes guilty, in this field, of overelaboration of the perfectly simple and obvious. In any event, the actual teacher of the boys and girls is the person we hold responsible for achieving results in the realm of knowledge, of ideals, of habits, of attitudes, and the like. There is nothing mysterious or particularly difficult in the problem of character education. It is clearly certain that the mere learning and reciting of textbook subject matter will never solve our character education problems. Children must be habituated in right conduct. They must act, respond, do things under guidance, until the right ways of life become automatic. The school is a most admirable institution for this purpose if only the teacher understands what it is all about. In the following paragraphs it is the purpose to call attention to a few of the fundamental ideas in this big business of getting our young folks equipped to battle with our difficult world; to make both a life and a living. The question is this: What can the teacher do about it?

•

First—She can give personality enlargement a first place in her school.

Every good school is vitally and necessarily a child-centred school. It cannot be otherwise. When we say child-centred, we merely mean that we place the development of the child, in all the ways of his life, as our great objective. Everything else is merely means to an end. We have set up a huge school machine in this country, but we must not forget what this machine is for. The magnificent buildings and the costly equipment are all to the end that this democratic form of government may be perpetuated through and by means of honest, honorable and efficient citizens. The development of a wise, self-controlled citizenry is our great objective. Day in and day out the teacher must concentrate upon a program of personality development, or character education, if you choose.

•

Second—She can keep personality records, and she can grade pupils as much, at least, on progress in character changes as she does on the mere mystery of subject matter.

As a rule, teachers find it more difficult to mark pupils on character traits than they do on subject matter achievements. Personality is a more subjective affair and more elusive. It is relatively easy to make records of accomplishments in recitations, tests, and examinations, and relatively hard to grade Johnnie in initiative, sense of responsibility, and the like. Mrs. Agnes Boysen of Minneapolis promotes pupils entirely on the basis of character achievements and has done so for years in the large elementary school of which she is principal. In any case, every teacher can get the new point of view. She can make a start by securing the new-type report cards. She can take note constantly of pupil reactions and of the changes for the better which take place from day to day in individual pupils.

•

Third—She can strive for a wholesome emotional atmosphere in her school.

Every successful teacher knows that the emotional tone of her school is a matter of the utmost importance. Is there a spirit of helpfulness rather than of selfishness? Are teacher and pupils on good terms with each other? Are pupils trained in the usual amenities and courtesies of good society? Is there evident an attitude of friendliness and of cooperation? These are important questions. The good teacher thinks more of the attitudes manifested by her pupils than she does of certain questionable results commonly associated with recitations and examinations. A teacher whose mind is set upon subjective personality achievements will watch out that the character contagion and suggestion of her room is on a high level.

•

Fourth—She can make provision for many character developing activities even though she has no activity program, as such.

The number of schools in America which have downright, unadulterated activity or project curricula is relatively small. In general, we find a mixture of so-called progressive procedures and the more orthodox class and recitation exercises. There is no

reason at all why any teacher may not have various activities of an educational nature which will not only give pupils the knowledge products commonly desired, but will also bring about those changes in personal ideals and attitudes which are even more to be sought for. Good habits of work are highly desirable. Ability to co-operate with others is one of the great school objectives. Many others could easily be named. It is enough to say that adequate responses to suitable life situations will after a time result in personality changes which are of the utmost significance.

•

Fifth—She can do less testing and more teaching in the way of directing the learning processes.

Teachers have always done too much testing, probably, and not enough teaching. Today we have a veritable flood of modern, standardized tests, and undoubtedly they have rendered a useful service in making teaching more exact and more effective. There is less guess work now than formerly. The objective tests have to a considerable extent eliminated the personal subjective bias and unfairness. It is also a most beneficial tendency at the present time to have greatly increased attention paid to the learning process. We know now that the important matter is learning, not teaching. The teacher's business is to adjust the learning situations. Like everything else character is *learned* also, and the good teacher has many character learning situations in her school. If learning situations are suitably stimulating the child must learn and will learn.

•

Sixth—She can arrange for individual directed study through the use of workbooks, assignment of individual tasks, and in other ways.

It is now generally conceded by those who are best informed on teaching-learning procedures that the various plans for individual instruction are more effective in bringing about the development of the child than the usual class or group activities, particularly those of a formal character as typified in the term "recitation." By the use of modern workbooks and by directing individual study activities outside of class, the teacher can do much more than by the old methods in developing individual abilities, skills, attitudes, and the like, and thus give to each child a chance to progress at his own rate and to overcome personal weaknesses. Individual instruction is doubtless here to stay, greatly to the benefit of the personality and character of the pupil.

"Nothing can be worse than to build up an inferiority complex. The child becomes convinced that he is abnormal, that he cannot do things. The sense of failure dominates his consciousness."

•

Seventh—She can study the subject of mental hygiene, and thus assist each child toward a normal mentality.

Every teacher should read "The Normal Mind," La Rue's "Mental Hygiene," and other books of like character. Mental hygiene is as important as body hygiene, and the two go together as the inside and outside of a saucer. If a teacher is to do a good job of character training she must study the subject in its manifold aspects. Moreover, the study of mental hygiene will be of great value to the teacher, personally. In this realm there has been altogether too much guessing and too little of a scientific attitude and method of procedure. When a child manifests any departure from a normal mentality the teacher needs to know the signs or symptoms, then to make an adequate diagnosis, with application of suitable and effective remedial procedures.

•

Eighth—She can and should plan to bring about the maximum of individual success and the minimum of failure.

We have a vast number of misfits and cases of maladjustment in school work. Day after day a pupil fails. Report cards are sent home with plenty of red marks, but nothing in particular is done about it. The effect upon the child's character is disastrous. Nothing can be worse than to build up an inferiority complex. The child becomes convinced that he is abnormal, that he cannot do things. The sense of failure dominates his consciousness. Most of this is entirely unnecessary, but it will go on unless teachers are trained to know the great need and the entire possibility of success on various levels. Varied individual assignments can be used, and every child can be led to succeed on some level of attainment.

•

Ninth—She can reform her so-called recitations and do away with merely formal class activities.

Those who know the facts are well aware that the formal recitation of textbook materials is still a most prevalent practice, as it is a most pernicious practice, in American schools. The universal use of textbooks in this country, carrying with it the assignment of textbook lessons, has resulted in infinite harm to the child when the teacher has done nothing more than this. If character attributes are to grow and flourish they cannot do so in an atmosphere saturated with the dead formalities based upon the study and reciting of often useless and unrelated subject-matter materials. By the introduction of problems, projects, activities, the socialized recitation, and in many other ways, the good teacher will find ample opportunity to see that each child grows and develops in all the ways of his complex personality.

(To be concluded March 5)

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Bricks Without Straw

QUESTION — Why does our Board of Education refuse to supply adequate printed material for class work? We lack books, and we have no workbooks. We have plenty of paper, a mimeograph, and we are expected to make up such material as we need. To do that takes much time, and with the increased classes we have no time for it. Anyway, it is impossible to make up as good text material as the textbook contains. What should we do?

Answer—In any school where such a condition exists the teachers should get together and ask for a meeting with the principal and the superintendent, where the matter could be openly discussed. Many principals and superintendents are trying to get along with as little money as they possibly can. Principals and superintendents are generally sympathetic, but many school boards do not understand, consequently are not weighing things correctly. They feel that they must make cuts in everything. You teachers have already contributed enormously in the way of reduced salaries and increased classes, and since printed material costs but very little, comparatively speaking, good sense would indicate that schools should increase their budgets for this material to help you keep as nearly as can be to the former standards. You are working under increased difficulties which come from increased pupil loads.

• •

Correlation

QUESTION—For many years I have heard school people talk about articulation and correlation. I have never known anyone to do anything about it. Can you give me something definite on the subject? Any specific things which are being done?

Have you a little problem in your school? If so, send it to Dr. Thomas.

Answer—Yes, I have known of instances where individual teachers have worked out certain correlations and articulations. Some time ago in some correspondence with that forward-looking and resourceful educator, William E. (Billy) Wing of Deering High School, Portland, Maine, he wrote me of some things which he is doing, and which have proven interesting and beneficial, and which show how very easy it is, after all, to strengthen work by this method. I shall let him tell it in his own words:—

"I am making a feeble attempt at some correlations in different departments. In manual training, for instance, we are building our course around colonial furniture, bringing in colonial history, costumes, tools, hardware, etc.

"I think the best thing we are doing is in Spanish. We sent to Spain for copies of the letters of Cortez to Ferdinand and Isabella, telling about his conquest of Mexico. You will recall that this is source material for Prescott's 'Conquest of Mexico.' We are having these letters translated into modern Spanish. Our youngsters will be reading a thrilling story in Spanish very shortly, and will be learning at the same time of Central American history and the Aztec civilization."

You can think of many things which can be done if you set yourself to the task.

Teaching of Morals

QUESTION.—We are fully convinced by the widespread disregard for law and the lack of ethical principles in business as revealed in the social and economic life of the times that the schools are challenged. Will you kindly give the methods most commonly used in teaching morals?

Answer—Moral training in schools may be said to follow three distinct forms or methods: (1) Memorizing a definite body of rules and principles (this is required in some countries). (2) Taking a well defined group of principles and requiring the pupils to supply well defined situations, working these principles into habits of conduct which ultimately form the basis of character. (This may be said to be the direct method of moral instruction.) (3) Considering that moral training is covered in connection with the various subjects of the curriculum and the school processes. (Indirect method.)

It should not be forgotten that morals are in the conduct as fully as in the knowledge of what is right and what is wrong. All murderers know the commandment against murder. The thief knows the commandment against stealing. Character becomes automatic and moral behavior should be reflex or habitual. I think the processes of the school, its discipline, and the school subjects offer the most satisfactory media for human behavior; that is moral conduct. It is made up of reliability, punctuality, faithfulness, truthfulness, courtesy, kindliness, and living according to sanctions of society. The school processes lend themselves to the inculcation of these.

EDITORIALS

Book Tide Has Turned

SCHOOL authorities have pretty generally adopted one firm resolve for this present year: namely, that pupils *must* be adequately supplied with books. This should result in more purchasing of school books during 1934 than has occurred in any recent year.

Parents, teachers and others responsible for the schools have seen the devastating effects of the textbook famine, and have begun to demand reasonable rations of books for pupils.

The bedraggled physical condition and out-of-dateness of vast numbers of school books now in use have at length made replenishment imperative.

Books Showed Remarkable Endurance

It is high testimony to the workmanship and materials that go into the making of school books that so many of them stood up so long against hard, daily usage. Even books which had reached the retiring age when the depression started have remained in service in some schools until it is a wonder they can still be identified as units. Their successors are on the way, and will be more recently dated and more modern in their methods of presenting knowledge.

Nearly every one now realizes that the policy of scrimping on books was a mistake. Its results in the saving of money were disappointingly meagre. And its results in the hampering of pupil progress were far worse than could have been predicted.

Retardations traceable to the want of books have been costly in money, time and human discouragement. Such economy is extravagance.

Cutting down on books failed to prevent salary reductions, as was predicted in some quarters. In fact, wiping out the entire book item from the average school budget could not have prevented more than a 3 per cent. cut in salaries.

Teachers Showed Endurance, Too!

Teachers showed remarkable patience in trying to carry on with poor equipment—until they perceived that they could no longer do justice to their pupils. With classes growing larger and textbooks growing fewer and shabbier, effective teaching became virtually impossible. As for meeting individual needs or leading special groups along pathways suited to their respective abilities—efforts in these directions had to be abandoned.

Those dirty, dog-eared books—what an unsavory reminder they have been to the boys and girls that grownups had made a mess of things, and that everybody's standards had been lowered! If children felt the depression at home, it still stared them in the face when they sat down to read or study from soiled pages loosely hanging between broken covers. Under the circumstances no child could be blamed if he came to hate books and reading.

Spirit of the New Era

The autumn of 1933 witnessed the birth of a new spirit throughout the United States — a spirit of determination to pull out of the depression by organized, heroic measures. And the year 1934 dawned as one of heightened hopes and brightened prospects.

Books will have a place—a larger place—in the 1934 budgets. A steady stream of new, well-chosen texts and supplementary books will flow into the schoolrooms of the nation and to the desks of pupils—books written by competent authors; books edited with care; books printed and bound for the enjoyment and maximum benefit of boys and girls and young people. Those new texts will bring an altered sense of beauty and of self-respect, a consciousness that somebody at last takes an interest, and that school life is better worth living.

Books Are on the Way

Books are the treasure houses of human experience and wisdom. Never were the thoughts from printed pages more necessary to childhood and youth than they are today. And the books should be as nearly up-to-date as possible—certainly not of pre-war vintage, as is the case with many books still hanging on in some school systems.

Yes, the importance of a full supply of books, fresh, timely and attractive, has come home to school administrators, boards of education, and civic leaders generally—and books are on the way.

The school system of 1934 that continues to slum along with bedraggled books won't be a school system of 1934 at all, but of an era which the nation as a whole has resolved to leave behind it.

As We Pull Out

AFTER some great catastrophe, such as earthquake, fire or flood, engineers examine carefully whatever is left to determine what kinds of construction have stood the strain and what have crumbled.

Public education in the United States has suffered a devastating experience during the past three years. And today, educational experts may well take account of what remains and what has been laid waste.

The foundations of the school system are of two kinds—tangible and intangible. The tangible foundations are the revenues derived from taxes. The intangible foundations are—public confidence in the schools and willingness to make sacrifices to support them.

The tangible foundation of the schools has been found defective; lacking strength to support the load. Real estate, the main source of local taxation, has groaned under its burden and failed at many points to sustain the weight of public education. A broader, firmer tax base must be sought.

That other and less material foundation of the schools—civic loyalty—has differed in different localities; proving that more needs to be done in some communities to demonstrate the worth of education, either by improving the schools or by cultivating better relations with the public.

Public sentiment toward the schools is subject to change, and in many communities where the schools were harshly criticized for a time, there is an evident swing toward appreciation and approval. Citizens have seen the teachers carrying on courageously in spite of handicaps—increased enrollments, enlarged schedules of classes, impaired equipment, lowered or even halted incomes. Such sacrifices will not be demanded indefinitely.

Many courses of study which were attacked two or three years ago as superfluous are now beginning to be recognized as among the most needful subjects in the curriculum of the modern age; for it is an age in which leisure seems likely to be an important element; an age, moreover, for which every one will require as many-sided preparation as can be given.

• • •

Uncle Sam to the Rescue

THE New Deal appeared in the first instance to have overlooked the plight of the schools and their personnel. To be sure, it was directed toward a general recovery of business, and this result, if reached, would inevitably lead to the recovery of the schools.

The NRA, by abolishing child labor, sent more children to school, thus increasing the work of teachers. It also tended to raise the cost of living; and this for people with fixed or diminishing incomes—such as teachers—caused a serious situation.

Today there are indications that the Federal government senses the plight of education and wants to lend assistance. Thus, the PWA is helping with the erection of new schoolhouses. The CWA aids not only with repairs and alterations, but with temporary employment of jobless teachers and with the setting up of special classes.

Word comes that places under five thousand population are to be eligible, under certain conditions, for Federal subsidies in support of instruction.

These are but samples of the awakened interest in education which is manifest in Washington. It all goes to show that the schools are no longer Uncle Sam's stepchildren, but are regarded as vital to the continuance and the healthy growth of civilization.

• • •

An Excursion that Made History

ONCE upon a time—though this is a true story—a certain organization of educators met in Chicago. Great efforts had been made to have a thousand people in attendance; for that number was demanded by the railroads as a condition of granting reduced fares. But when heads had been counted, the total lacked about a hundred of the required minimum.

Officers were greatly disturbed. Here were nine hundred persons who had come in good faith, expecting to return to their homes at a fraction of the regular rates. If they were disappointed in this hope, this might be the last convention. If, on the other hand, a thousand passengers could be certified to the railroads this time, similar guaranties in future years would not be required and all would be smooth railing—as railing went in those days of poorly ballasted tracks!

What was to be done? Two men put their heads together and got into action. They enlisted one hundred and sixteen of the conventioners in a project for chartering a special train for a special journey to Indiana City. Having arrived there after a high-spirited journey, the party bought tickets for Chicago, and returned in triumph to the convention.

Why did they go to Indiana City? Because its distance from Chicago is just over the mileage prescribed by the railroads for reduced rate transportation of convention delegates.

The convention, as some of our readers will remember, was that of the National Education Association in or around 1910. And the heroes who had saved the day, and perhaps the Association, were A. E. Winship and Frank J. Sherman, New Englanders who had cut the Gordian knot with Yankee ingenuity.

Eminent Educators

WHO WILL BE HEARD OR HEARD ABOUT AT CLEVELAND

Five hats—presumably gray fedoras—are in the ring for the presidency of the National Education Association. For it will be a man's year after Miss Jessie Gray lays down her gavel at the July meeting. All five of the candidates are men of prominence and of attainment in education. All are past fifty years of age. All have come up through the usual *cursus honorum* of the school administrator. The friends of each are insistent that theirs is the one most worthy of election. Meanwhile, the association is in luck because of all this friendly rivalry for its post of highest honor, and because any one of the aspirants would do credit to the office and its fine tradition.

Alphabetically listed, the announced candidates are:—

Thomas W. Gosling, Akron, Ohio.
William H. Holmes, Mt. Vernon, N. Y.
Orville C. Pratt, Spokane, Wash.
Joseph H. Saunders, Newport News, Va.
Henry Lester Smith, Bloomington, Ind.

A series of brief, impartial sketches of the contestants will be presented on this page.

•

THOMAS W. GOSLING, when he stepped over from the superintendency at Madison, Wisconsin, to that of Akron, Ohio, five years or so ago, was but returning to his native state, where he had begun his career as teacher and continued it as principal in an elementary and a junior high school—all in the home town of Cincinnati. Holder of two degrees from Yale, and a Ph. D. from University of Cincinnati, this energetic schoolman has won a recognized place of professional leadership. Wisconsin borrowed him for state supervision of its high schools, before Madison made him superintendent of its schools. Dr. Gosling has made special studies of school systems in Germany and England. Universities in eight states have availed themselves of his rare abilities as a summer school instructor. He is an authority on safety education, continuation schools, and the training of teachers for junior high schools. In 1913 he headed the Schoolmasters Club of Cincinnati, and in 1925 he was President of the Council of Teachers of English. Within the National Education Association, he belongs both to the Department of Social Studies and to the Department of Superintendence. To know Gosling is to admire and like him.

PAUL V. McNUTT, Governor of Indiana, was formerly a professor of law in University of Indiana. He was militant for defence as an army officer in 1917-18, and is militant for clean government and an enlightened citizenry today. American Legion chose him as National Commander in 1928. McNutt has rallied his state to the support of education.

•

GEORGE F. ZOOK, U. S. Commissioner of Education since last July, was President of the University of Akron prior to his appointment. He had previously held an important post in the Bureau of Education for five years. Dr. Zook appreciates the emergency and applies his keen mind to solving current problems of the schools. He will take the conventioners into his confidence and plan with them for co-operative action.

•

WILLIAM F. RUSSELL took over the deanship of Teachers College, Columbia, in 1927, from his father, James E. Russell—and soon dispelled all doubts that his young shoulders could carry the load successfully and worthily. His discussion of the federal government and financial aid will be stimulating and should contribute to right thinking.

•

JOHN K. NORTON, professor at Teachers College, Columbia, since 1930, and chairman of the N. E. A. committee on the Emergency in Education, belongs to America's educational brain trust. He is broadminded. He will have his briefcase full of facts on the present situation and outlook.

THOMAS W. GOSLING

•

PAYSON SMITH, Massachusetts Commissioner of Education since 1916, is one of America's keenest thinkers, always listened to with attention. Talking on "Education at the Crossroads," he will read the signposts ably.

•

E. C. HARTWELL, honored by the Department of Superintendence by elevation to its presidency in 1918, became head of public schools in Buffalo that same year—a position he holds with growing favor. His addresses savor of common sense and timeliness.

•

JESSIE GRAY, of Philadelphia, lends graciousness to the presidency of the National Education Association. She is the great educational traveler of the year and has more than an airplane view of education in all parts of the country. She will have important things to say about the financial side of the schools. Her address will be one of the high lights of the Cleveland convention.

•

JOHN H. FINLEY, moulder of men's minds as editor of *New York Times* since 1921, is a broad visioned philosopher of education. He is always artistic and delightful. He has a message.

•

CHARLES E. MERRIAM is chairman of the department of political science at University of Chicago, and has held elective office as a city alderman. He is widely informed on governmental matters and will talk on "Economies—wise and otherwise."

•

EDWARD A. FILENE, Boston merchant and humanitarian, took part in organizing U. S. Chamber of Commerce and other national and international groups. He is well qualified to speak on the relations between education and business.

•

HAROLD G. CAMPBELL, newly advanced to the top of New York City schools, will be heard with interest. He is a master of administration through co-operative effort.

WIRES DOWN

Telephones Disconnected . . . . Fuses Blown . . . . Lights Out . . . . Radios Dead . . . . Telegraph Lines Cut

No wonder gloom and isolation have settled over your schools!

The economy storm has disrupted your communications with the rest of the school world.

Dispel that gloom. . . . .

Get connected up with the currents of educational thought and action.

READ THE JOURNAL OF EDUCATION, as thousands of other leaders in every department of school work take delight in doing.

THREE DOLLARS will connect you for a year.

Our "Wire Chief"
Is at Your Service

Journal of Education
6 PARK STREET
BOSTON

❖ ❖

Some Superintendents Provide Copies for All Their Schools.

Wire Chief
JOURNAL OF EDUCATION
6 Park Street, Boston

I want to be hooked up with educational currents. I enclose:—

$3.00 for One Year ( )
or
$1.50 for Half Year ( )
(10 numbers)

NAME .....

ADDRESS .....

.....

Government Acts to Meet Emergency Schooling Needs

IN answer to an emergency situation affecting millions of Americans, have come at length a number of educational projects which not only provide congenial employment to thousands of jobless teachers but also furnish instructional opportunities to tens, if not hundreds of thousands, of other persons, either unemployed or finding themselves with leisure hours which they wish to devote to self-improvement.

Credit goes to the state of New York for having launched the first state-supervised program of emergency education. As early as 1932, that state had put 1,500 teachers at work offering free instruction in a great variety of subjects to 40,000 adults and high school graduates. Classes met in school buildings after regular students had left in the afternoon. Today the equivalents of one-year junior colleges are operating in a dozen populous centres of the Empire State, as parts of this fine project for restoring individual morale and turning idleness to mental profit.

West Virginia is named among other states which have undertaken similar ventures—some of them stressing the elimination of illiteracy.

Recently the Federal government, through such agencies as the Civilian Conservation Corps, the Federal Emergency Relief Administration, the Public Works Administration and the Civil Works Administration, has taken active steps to extend educational advantages to persons not adequately served heretofore during the economic crisis.

Informal classes have been a feature of the conservation camps almost from the start; such facilities depending upon the expressed desires of the camp members and the particular teaching talents of camp officers who voluntered their leadership for study groups. This work has already entered a second phase, with Charles S. Marsh of Buffalo endeavoring to extend the number and range of classes by utilizing the educational facilities of the nearby communities and by enlisting some of the specially qualified corps members themselves as instructors.

The PWA has allocated upwards of $20,000,000 to assist local districts or cities in the erection of new school buildings; while the CWA has poured other millions into repairs and alterations of school structures.

Of the several Federal agencies, it has remained chiefly for the FERA to subsidize the instructional side of the emergency education program.

The FERA is giving worthwhile employment to some 40,000 teachers. The work follows six main lines: First, it supplies teachers for rural schools which would otherwise be closed. Second, it offers classes in which illiterate adults may learn to read and write with facility. Third, it enrolls adults in useful courses. Fourth, it offers some vocational training. Fifth, it aids in rehabilitating persons incapacitated by accidents or otherwise, and needing to be retrained for economic usefulness. Sixth, it provides nursery classes for children of pre-school age.

The Office of Education plays an important part in shaping the emergency education plans of the administration. Acting under Commissioner George F. Zook, Louis R. Alderman, chief of the service division, serves as liaison officer in charge of FERA relations.

Distribution of the Federal bounties seems to depend largely upon the readiness of states and municipalities to co-operate with the Washington bureaus, which seek to render all the assistance at their disposal.

Unusual needs occasioned by the long and deep depression are receiving the attention of a government which is evidently awake to the mental as well as the bodily requirements of many of its citizens.

Self-Helping College Students Will Be Given a "Break"

A "FERA godmother" of Washington, D. C., suddenly revives the faded hopes of 100,000 college students, who saw no possible means of continuing their education through the remainder of this school year.

Word has just gone forth from FERA Chief Harry L. Hopkins to all State Emergency Administrators, that the Federal relief organization bill will underwrite a system of part-time work for students; such assistance to be extended to not more than one-tenth of present enrollments.

Wages will be not less than thirty cents an hour. Colleges will have to reciprocate by omitting tuition fees for students thus employed.

It's a fighting chance for an education, and it will keep thousands away from the hunt for jobs, some perhaps from temptations of the street corner.

Established 1869

Millions of Textbooks

are each year given Extra Support

BY

HOLDEN BOOK COVERS

which enables the books to Last a Year or Two Longer, and thus avoids the expense of replenishing them during periods of financial stress

HOLDEN BOOK COVERS

are prepared for this extra strain and wear because they are built of materials especially made for this purpose, rendered both Waterproof and Weatherproof.

HOLDEN REPAIRING MATERIALS

are in Demand at this Season of the Year to make Repairs to any Damage occurring to the Inside of the Books.

A Holden Repair Kit—costing $1.00—will take care of $100.00 worth of books

A Practical Lesson in Thrift and Responsibility in Handling Public Property.

SAMPLES FREE

The Holden Patent Book Cover Company

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

REACH TAXPAYERS THROUGH SCHOOLS

Children Take Home Appeal That Looks Like Telegram

KNOXVILLE, Tenn.—Every parent with a child in the Knoxville public schools recently received a copy of a "City-Gram" fashioned to represent a telegram. It was an appeal to taxpayers to meet their obligations at City Hall.

The "City-Gram" was worded as follows: "This message reaches you through hands that are dear to you—the hands of your child. Do you want these hands to grasp the largest opportunities that life holds for them? If you do—and there is no doubt about that—these hands must have a trained mind back of them. That training, for the most part, depends upon the public school system of Knoxville—and that system depends upon tax money. The only substitute for public schools is private schools, where every patron pays tuition. The cost of operating the public schools of Knoxville last year was $64.53 per pupil, a figure far below the average for cities the size of Knoxville. If you had this tuition to pay for each child, what would it cost your family? The operation of your schools, as well as the many other services furnished by the city, depends upon taxes collected and not owed. If you owe taxes, may we count on you to turn in every dollar possible? Partial payments accepted."

Forty-two schools distributed 20,400 of these "City-Grams."

Rutgers Forms College For Non-Resident Work

NEW BRUNSWICK, N. J.—Rutgers University is establishing a new college to be known as University College, Dr. Robert C. Clothier, president of the university, announced recently. The new unit will take over the work now carried on by the University Extension Division, and will have degree-granting privileges. Dr. Clothier explained that the purpose of the new college will be to provide educational opportunities for persons of advanced years who cannot become full-time resident students and to enable the university to grant "proper academic recognition" to such persons. Professor Norman C. Miller, who has directed the extension work since 1926, will direct University College.

Students Value Their Training

SAN FRANCISCO.—The valuation placed on a university education and the serious purpose of many University of California students in seeking such an education are indicated in the records of the Alumni Bureau of Occupations, a placement office maintained jointly by the California Alumni Association and the university, a bulletin from the university says. "These records of past experiences," says Miss Very Christie, manager, "are a fair cross-section of the adult character of many University of California students. They indicate that many students attend the university for the serious purpose of acquiring additional education and training."

Nebraska Co-Eds Change Their Views on Marriage

LINCOLN, Neb.—"If our training doesn't keep girl students out of the divorce court, it ought to," says Miss Margaret Fedde, chairman of the Home Economics Department at the University of Nebraska. She has reason to believe so, since just two divorces have resulted from 380 marriages among graduates of the department. "We don't mention divorce in our classes," she says. "I'm not set against divorce and at times it is the only thing. But we emphasize home-making and think about it definitely as a career." Girl student fashions are changing, she declares. Ten years ago marriage was the one thing girls did not prepare for in college. Now they are taking training with the definite idea of marriage in mind, even though the future husband may not yet be in sight.

Check Guns at Door, Hint for School Sign

BLYTHE, Calif. — "Please check your heavy artillery at the front door." That sign is suggested for the entrance to Blythe public school. Wesley Johnson, eleven, appropriated his father's old "unloaded gun" and took it to his school desk. Using a ruler, pocketknife, and pencil sharpener he made it click. The click was drowned in the roar of an explosion. Gail Buckmaster, teacher, fainted. Young Johnson suffered a slight flesh wound.

Harvard Orders Diploma Change

CAMBRIDGE, Mass.—The appointment of a faculty committee to revise and redesign the diplomas presented to graduates of Harvard College to make them look "less like coffin plates," has been announced. Not only the make-up of the time-honored "sheepskins," which have kept their approximate present form for more than 100 years, but even the Latin phraseology may be altered under the new deal at Harvard under Dr. James Bryant Conant, the president. It is believed that the diplomas of future Harvard graduates may more resemble those of Colonial times, in which students often wrote their own to be signed by the president.

UNIVERSITY SETS UP CLASS IN LEISURE

NORMAN, Okla.—A pioneer effort in educational co-operation with the NRA is the directed leisure program now being tried by the University of Oklahoma. Convinced that the problem of utilizing the free time of the American people as a result of shorter working weeks is second in importance only to that of putting the unemployed back to work, President William Bennett Bizzell has worked out a plan of night and Saturday classes for adult citizens of the State, and particularly for those who are working fewer hours a week as a result of the National Industrial Recovery Act.

In these courses, emphasis is primarily on culture and not on vocational work, and while credit may be obtained, the success or failure of the program is to be judged by whether Oklahoma's citizens as a result have a richer mental and spiritual outlook.

The first night classes were attended by several hundred persons, some of whom came as much as a hundred miles, and the Saturday classes attracted an additional 500 adults, many of whom had never attended a college or university.

Jobless Strive to Better Selves in Chicago Library

CHICAGO.—In the scholarly quiet of library reading rooms jobless men are utilizing their idle hours to prepare themselves for better times ahead, according to Chicago officials. From the first of the depression, they said, the unemployed have been flocking to the library to pass away their leisure time. Rather than trudge painfully over city streets, the involuntary idlers would drop into reading rooms. During the last few months, however, librarians report, there is a new spirit evident in these men. They seem to have developed a keener interest in the books that they read. They evidently have felt the hope that the end of hard times is in sight and are studying vocations, the arts, all kinds of craftsmanship and trades with an eye to bettering themselves at their former jobs or to acquaint themselves with new ones.

Undergraduates to Review Movies

NEW YORK. — Undergraduates of New York University are going to turn motion picture critics. Officials of the school and the National Board of Review of Motion Pictures have announced there will be offered at the university for the academic year 1934-35 this course: "The Motion Picture: Its Artistic, Educational, and Social Aspects." The students will study the sociological significance of the cinema.

Failures Alarm McGill University

MONTREAL.—Failures among students are alarming McGill University deans. Statistics made since the publication of the annual report show that in one group last session only 31 per cent passed in all subjects. "The large number of students who fail, or have one or more supplemental examinations, always is surprising," Dean R. M. G. Johnson, of the science division in arts, reports. "In the first year only 31 to 35 per cent and in the third year approximately 50 per cent passed without failing in any subject. These figures present a very important problem to this division." More scientific methods of selection of university students, using the aids developed by psychologists, may be adopted in an effort to solve the problem. The medical faculty already is co-operating with an international organization in trying out vocational guidance tests.

Mexican Survey Reveals Much Religious Teaching

MEXICO CITY.—An investigation of the teaching staffs at private schools which the Mexican Ministry of Education is conducting has revealed that children in large numbers are being sent there to obtain religious instruction not available in public schools, according to Herman List Arzubide, head of the Ministry's private school inspection division. In this way, he charges, the private schools are hindering the official program of "rationalistic" education, while involving an expenditure, in the Federal District, as large as that required for the public schools. Measures are being prepared to tighten the requirements for private school teachers. Many of them, according to Senor Arzubide, "scarcely can read or write," others are far too old and the majority are underpaid. Government inspectors are said to have found that prayer books were being issued to children and prayers taught contrary to the Education Ministry's regulations.

Reich Revises Ban On Jewish Students

BERLIN.—A supplementary decree by Education Minister Rust admits to examinations for university degrees those Jewish students whose fathers fought at the front in the World War and also part Jews with one "Aryan" parent or two "Aryan" grandparents. Non-Aryan students who were ousted by the universities restriction act may be readmitted to degree examinations in special cases on application to the Ministry. "Aryan" and "non-Aryan" students who were stricken from the rolls for "political unreliability" remain excluded.

Modern Language Group Shows Growth

NEW YORK.—Half a century ago college professors who dared push the cause of modern languages in the curriculum felt themselves under suspicion as dangerous radicals, guilty of attacking the heretofore unquestioned supremacy of the classics. The forty who gathered at Columbia College fifty years ago to form a Modern Language Association did so with all the apprehension of conspirators. For some time they debated the advisability of admitting reporters to hear their machinations. And the convention went on record as refusing to "commit itself to any sort of polemical attitude toward the classical languages." The association recently closed its semi-centennial convention at St. Louis, with its finances and its present membership of over 4,000 practically untouched by the depression—a recognized and conservative institution.

Inventive Schoolboy Rules Life With Buzzers

BORGER, Tex.—Clifford Cox, unlike most boys of his age, does not have to be dragged from bed mornings and hurried off to school. A junior in the Borger High School, Clifford literally leads a mechanical life. An electric buzzer system which he made himself regulates the routine of his day. His room is in an apartment house owned by his mother. Everything in it, except the radio and stove, is a product of his ingenuity. The time clock Clifford made awakens him at 7.45 a. m. Without leaving his bed, Clifford lights his gas fire and closes windows. A second signal, at 8 o'clock, means time to get up and dress, and notifies his mother that he soon will appear for breakfast. Another signal, at 8.45, and he is off to school. He is warned to return to school from luncheon at 12.45 p. m., and to begin his home work at 6.45. At 9.45 he prepares for bed, and the last signal of the day, at 10 p. m., means "lights out."

Fairy Tale Paintings for School Walls

DURHAM, N. C.—Gutzon Borglum, famous sculptor, wants the CWA to paint scenes of fairy tales on school walls. Borglum said the CWA should use a greater percentage of its funds for beautification of school buildings.

"Most of our schools are a sorry sight compared to a millionaire's stables. One thing is certain, schools don't have as many pictures as good stables."

Be sure to see these books at Booth G27

While in Cleveland at the convention be sure to stop at our booth and see the books listed below.

YOUNG AND WRIGHT'S
UNIFIED AMERICAN GOVERNMENT, $1.75.
The textbook for Problems of Democracy that fits today's conditions.

SKILLING'S
TOURS THROUGH THE WORLD OF SCIENCE, $1.75.
The general science text that leads the pupil to ask Why? How? When? Where?

DILLAVOU'S
BUSINESS AND LAW, $1.40.
The text that teaches commercial law through discussion of everyday business procedure.

WALLIS AND WALLIS'S
OUR SOCIAL WORLD, $1.60.
The text on social problems that fits today's needs.

McKOWN'S
HOME ROOM GUIDANCE, $3.00.
The reference guide that tells what to do and how to do it.

MYERS, LITTLE AND ROBINSON'S
PLANNING YOUR FUTURE, New Edition, $1.50.
The text for occupational civics courses revised to include data on NRA requirements.

RECENT SOCIAL TRENDS, Textbook Edition, $5.00.
The monumental report of the President's Committee on Recent Social Trends.

FARNSWORTH'S
PLANE GEOMETRY, $1.25.
The geometry text that helps the pupil to appreciate the purpose and function of geometry and to *understand* the theorem and its proof.

EWING'S
PLANE TRIGONOMETRY, $1.20.
The trigonometry text that takes cognizance of "some of the psychologic factors involved in learning."

McGRAW-HILL Book Company, Inc.
330 West 42nd Street
New York, N. Y.

Under-Age Students Prove Best in College

BERKELEY, Calif. — Students who enter college at an age less than sixteen and one-half years are more likely to receive better grades than persons entering at an older age, a survey by Professor Noel Keys, of the University of California, shows. Professor Keys, of the School of Education, found that from 180 to 280 freshmen under sixteen and a half enter the university each year. Of these from ten to twenty are fifteen years old or less. The survey resulted in the conclusion that the under-age group is interested in more activities than the advanced group. "Those who entered at fourteen or fifteen made even a better record than those who entered at sixteen," Dr. Keys said. In the junior and senior classes the average number of extra-curricula activities per student was one-third greater for the under-age group.

Mail Study At Small Cost

WASHINGTON. — Education by correspondence, utilized by an ever-growing number of schools, is suggested as a way to economy by Walter H. Gaumnitz, specialist in rural education problems, Federal Office of Education. This means of instruction tends to give more and better schooling to isolated rural children, and results in substantial savings. "Because of economies possible in secondary education through correspondence courses, this instructional device is rapidly gaining recognition," Mr. Gaumnitz states. "First, savings in per capita costs are possible by eliminating small schools and classes. In Ohio, lessons by mail, together with a tutorial system, are utilized successfully to cut down per capita cost. Second, economical enrichment of the curriculum of small secondary schools is possible through instruction by mail. Post-graduate studies are also made available cheaply for graduates and adults who wish to continue their education. Providing secondary education in sparsely settled areas, where the maintenance of schools is not feasible, is still another way to utilize high school correspondence for economy."

Housekeeping For Austin Boys

AUSTIN, Tex.—A mixed class in home economics, made up of sixth grade boys and girls, is one of the innovations at the new University High School here, sponsored and supported jointly by the University of Texas and the Austin school system. The teachers say that the eleven and twelve-year-old boys in the class enjoy the work and are more spontaneous in their reaction to instruction than the girls.

CHILDREN OF LARGE FAMILIES BETTER OFF

MILAN, Italy.—In its endeavor to induce the Italians to rear more children, the government has set out to convince them that quality is increased with quantity as regards the brood.

The newspaper "Il Popolo D'Italia," owned personally by the Duce, printed an article pooh-poohing statistics purporting to show that in American elementary schools children from small families give evidence of more intelligence than do those from among numerous progeny.

This, it said, is explained by the greater aid the former receive from their parents, but the intelligence that counts in the long run is that born of the self-reliance learned through an absence of molly-coddling in the large families.

Fears Colleges May Be Taxed

HARTFORD, Conn.—Fear that endowed colleges may be crippled by taxation was expressed by Dr. Remsen B. Ogilby, president of Trinity College, in his annual report to the trustees. He foresaw "dire distress" among teachers throughout the country in the event of currency inflation. "There seems to be a growing disposition in legislative halls to pare away the exemptions from taxation granted to educational institutions," Dr. Ogilby said. "This is understandable. In order to meet recent enormous increases in the cost of government of city, state, or nation tax commissioners and legislators have been looking frantically in every direction for new sources of revenue. For such purposes privately operated schools and colleges furnish an excellent target, especially in instances where recent generosity has made possible conspicuous additions to the plant."

Appointed Dean of New Jersey College

NEW BRUNSWICK, N. J. — Dr. Robert C. Clothier, president of Rutgers, recently announced the appointment of Miss Margaret T. Corwin, executive secretary of the Yale Graduate School, as dean of the New Jersey College for Women. Miss Corwin succeeds the late Dean Mabel S. Douglass and begins her duties after the opening of the second semester in February. Miss Corwin, Bryn Mawr '12, is the daughter of Professor and Mrs. Robert N. Corwin. Professor Corwin is chairman of the board of admissions at Yale.

Cuban School Teachers Strike Over Wage Cuts

HAVANA. — Public school teachers recently went on strike throughout Cuba in protest against two recent pay cuts and non-payment of overdue wages. The Grau cabinet responded by offering to increase salaries $5 monthly and to meet six others of the eleven demands put forward. Fifteen unions at Santa Clara, belonging to the National Labor Confederation, declared a twenty-four-hour sympathy strike. The Cabinet discussed a decree declaring newspapers a public utility.

Dictionaries Spread Knowledge in Russia

MOSCOW. — Millions of dictionaries are going into Soviet homes as a part of the Communist regime's drive to spread knowledge among the proletariat. The State Publishing Trust in 1933 printed more than 2,000,000 dictionaries, many of them English-Russian.

Teachers, We Place You. Write For Information.

ROCKY MOUNTAIN TEACHERS' AGENCY

410 U. S. NATL. BANK BLDG. DENVER, COLO. WILLIAM RUFFER, Ph. D., Mgr.

Largest Teachers' Agency in the West. Our Field—Entire U. S.

Photo copies made from original, 25 for $1.50. Copyrighted booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc." free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

Established 1906

SAVE ONE DOLLAR

READERS' DIGEST

and

JOURNAL OF EDUCATION

TOGETHER FOR $5.00

If subscribed for separately, each would cost $3.00

Send cash with order to

JOURNAL OF EDUCATION

Subscription Service

6 Park Street Boston

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

Art Supplies

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Grins Between Grinds

Business English

A high-powered salesmanager who was known for his stilted letters was invited out in the country to dinner one Sunday recently. He was asked by his genial host to say grace at the meal. This was a new experience to him but he was game:

"We are extremely appreciative of your favors of recent date. Permit us to express our heartfelt thanks and deep gratitude. The blessings received will have our usual prompt attention. We trust we may continue to merit your confidence and that we shall receive many more blessings from you in the future. Yours very truly."

• •

Mere Outline

Teacher—"Junior, give me the definition of a skeleton."

Junior—"A skeleton is a man with his insides out and his outsides off."

• •

Clandestine

Lady (to little boy)—"My dear, does your mother know you smoke?"

Small Boy—"Madam, does your husband know you speak to strange men?"

• •

Two Results

Mother—"Why were you kept in after school today, Junior?"

Junior—"The teacher told us to write an essay on 'The Results of Laziness' and I turned in a blank sheet of paper."

Authority With Her

Young Husband—"It seems to me, my dear, that there is something wrong with this cake."

The Bride (triumphantly) — "That shows how much you know about it. The cook book says it is perfectly delicious."

• •

Mental Healing

Mother—"I wish you would go on an errand for me."

Small Son—"My leg aches something awful."

Mother—"Too bad. I wanted you to go to the candy store and—"

Small Son—"Oh, that isn't very far. I can walk there easy."

Mother—"Very well. Go there, and just beside it you will see a hardware store. Go in and get me a good broom."